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ABSTRACT

Designed to generate evaluative information to support instructional decision-making and to support administrative operations, this handbook consists of two major sections: (1) an overview of a comprehensive system for learner identification and assessment, and (2) a selection of sample resource procedures and forms that will facilitate implementation of the system. The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the system includes activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented. The second section contains evaluation instruments that have been found to provide useful identification assessment information when working with special needs learners in vocational education. Included are sample identification forms, sample preassessment forms, sample formative and summative assessment forms, and sample followup assessment forms. Appended material includes a classification system for the disadvantaged and federal guidelines for identifying disadvantaged and handicapped persons in vocational education programs. (LRA)

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HANDBOOK

FOR

THE IDENTIFICATION AND ASSESSMENT OF DISADVANTAGED LEARNERS

COMPILED BY

JERRY L. WIRCENSKI,
ASSOCIATE PROFESSOR AND
PROJECT DIRECTOR

DEVELOPED BY THE DIVISION OF OCCUPATIONAL
AND VOCATIONAL STUDIES
THE PENNSYLVANIA STATE UNIVERSITY AS PART OF A GRANT FROM
THE PENNSYLVANIA DEPARTMENT OF EDUCATION,
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Jerry L. Wircenski
Associate Professor and
Project Director
Division of Occupational and
Vocational Studies
The Pennsylvania State University
University Park, Pennsylvania 16802

PREFACE

"This is a very helpful handbook. Apparently, somewhere, there are vocational people and special needs personnel working together. This book would be a beautiful tool to use."

"Great Reference Handbook -- Easy To Use"

These are but a few of the comments that were made by vocational educators who participated in the field test activities of this Handbook for Identification and Assessment of Disadvantaged Learners. This Handbook consists of two major sections: (1) an overview of a comprehensive system for learner identification and assessment and (2) a selection of sample resource procedures and forms that will facilitate implementation of the system.

The identification and assessment system includes alternative methods of evaluating student needs and designing instructional strategies to meet these needs. Furthermore, the systems include activities that will provide feedback to students and teachers so that progress can be monitored and changes implemented as necessary. This information contributes eventually to a summary of student progress and achievement toward ultimate program goals.

The evaluative information generated in the identification and assessment system can be used (1) to support instructional decision-making and (2) to support administrative operations.

A word of caution is in order for the reader. Do not be discouraged if the terms used to describe the system are unfamiliar and sound complex. The basic concepts described are simple and require no more effort than is typically displayed by an effective teacher. The uniqueness to this approach is in its systematic presentation and its provision for feedback

and revision. It is hoped that the Identification and Assessment Handbook can contribute to the improvement of individualized instruction for special needs learners.

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1.0 SYSTEM OVERVIEW

The assessment system is divided into four phases according to the chonological progression of a student through an instructional program. These phases include: 1. preassessment, 2. formative assessment, 3. summative assessment, and 4. ultimate assessment. Additionally, the system can be viewed from two perspectives related to the use of assessment information: an administrator use and an instructor use.

1.1 Phase 1: Preassessment/Identification

This component of the system functions on an individual special needs learner basis, and consists of two activities: 1. Learner needs assessment and 2. Instructional design. The learner needs assessment activity produces a graphic portrayal of the learning strengths and weaknesses of the special needs learner. Developed by occupational personnel and the appropriate specialists, the portrayal describes the student's educational and learning needs. Also included in the profile is an individual learning prescription which describes instructional techniques, media, and supportive services appropriate for the learner.

The initial designing of instruction also occurs at this point. Program planning information and data from the learner needs assessment can be effectively used by occupational instructors to develop course objectives, synthesize a resource utilization plan, modify or adopt individual learner objectives, plan alternative sequences of instruction, and make similar planning considerations.

The activities of learner needs assessment and instructional design are closely related and influence each other significantly. Both the learner needs assessment and instructional design activities extend into the early period of instruction. As regular class teachers become acquainted with the abilities and aptitudes of the special needs learner, the needs assessment profile and instructional design for each student will be refined and expanded.

Specific suggestions for modification and refinement of the needs assessment and instructional design can be generated by the progress or formative assessments made in Phase 2 of the system.

1.2 Phase 2: Formative Assessment

Formative assessment involves the monitoring of student progress throughout instruction. The purpose of this assessment is evident in the title--Formative. It can be formative in two ways. It can provide information to instructors and administrators that is useful in revising program components and changing instructional strategies. Instructors can also use formative assessment information to better understand the needs of individual students and communicate to them descriptions of their progress and achievement in the cognitive, affective, and perceptual/psychomotor domains of performance. This information provided to students can help them better understand their own strengths and weaknesses and to reinforce students that are progressing well. Formative assessment results can also aid instructional personnel in testing out their choice of instructional strategies at a point in time when changes can be made that will affect current learners.

Assessment information describing the special learner's "adjustment" to regular class placement and his/her social or behavioral development can also be generated by interim measurement. This information should be fed back to the preassessment and design component for modification of the instructional design, and/or modification in the special needs learner's profile and prescription.

1.3 Phase 3: Summative Assessment

While formative assessment occurs during instruction, summative assessment, like its name implies, occurs upon the completion. Summative assessment results are useful to administrators and instructional personnel in better understanding their success in instruction. Also, similar information can be of benefit to parents, other teachers, potential employers, and service agency personnel in understanding a learner's current level of functioning.

Summative assessment results can include: (1) cumulative summaries of achievement tests that relate to occupational skills or competencies (from cognitive, affective, and perceptual/psychomotor domains), (2) a comprehensive description of his/her adjustment pattern, or (3) a course or program evaluation summary. There are many forms that a summative assessment can take. For example, final examinations, composite observation reports, project or product ratings, in-school work experience ratings, and grade point averages, are all forms of summative measures.

1.4 Phase 4: Ultimate Assessment

The final component or phase of the assessment system focuses on assessing the ultimate goals or objectives of occupational programs--

preparing individuals for a productive career in society. Obviously, to assess ultimately, one must look to an individual who has completed formal schooling and has entered the workforce or some form of continuing education. Apparent techniques for ultimate assessment include student follow-up studies, employer surveys, and service agency input. Recent federal legislation in vocational education (PL 94-482) places great emphasis on student and employer follow-up.

Ultimate assessment information can provide information regarding the effectiveness of instructional programs and supporting services in addition to helping to identify additional services that might be needed by individual former students. Ultimate assessment indicators might also describe the overall adjustment and/or transition difficulties encountered by learners as they continue schooling or enter the world of work. Certainly, information from the ultimate assessment has the greatest utility in program revision and the provision of additional services to individuals. This fact emphasizes the need for a formal avenue for feedback through all phases of the assessment system.

1.5 Uses of Assessment Information

As referred to earlier, the information generated from a system such as the one described can be directed to two immediate uses--instructors and administrators.

Instructors can use preassessment information for developing learner profiles and instructional designs. At the same time, administrators may use some of the same information for filing state and federal reports, identifying the needs for additional services,

or supporting requests for additional resources. The same types of examples exist for the other phases of the assessment system. The next section contains detailed examples of purposes, evaluative questions, information needs, assessment activities, personnel, time frame, suggested instrumentation, suggested report format, audience of reports, and use of information for each of the four phases.

1.6 Detailed Descriptions

Phase 1: Preassessment

Purpose: To identify and assess the specific special needs of handicapped and/or disadvantaged learners prior to and during the early stages of the instructional program.

Evaluation Questions:

1. Which students qualify for the program based on the nature and severity of their functional disabilities?
2. What types of specific functional abilities/disabilities does the student exhibit?
3. To what extent are the identified functional disabilities desirable or essential for successful entry to or performance in an occupational program?
4. What documentation exists to support the identification of the functional disabilities?
5. What specific instructional techniques, materials, or supportive services will be needed to remediate the functional disabilities?
6. What specific occupational interests or aspirations has the student evidenced?
7. What specific occupational skills has the student attained from previous experiences or courses?

Information Needs:

1. Criteria for identification of special needs learner
   a. Handicapped (specific type(s))
   b. Disadvantaged (specific type(s))

2. Identification/description of the learner's functional abilities/disabilities
   a. Psychomotor/physical skills
   b. Perceptual skills
   c. Communication skills
   d. Social skills
   e. Cognitive skills
   f. Quantitative/numerical skills

3. Rating of the learner's specific ability/disability levels
   a. Below average (by two years or more)
   b. Average
   c. Above average (by two years or more)

4. Rating of the importance of the specific abilities/disabilities for occupational entry
   a. Not needed
   b. Desirable
   c. Essential

5. Data and information (from key sources) which document the learner's ability/disability ratings
   a. Observation of performance
   b. Diagnostic/prescriptive assessment
   c. Psychological assessment
   d. Teacher report/referral
   e. Parent communication
   f. School achievement/attendance records
   g. Medical examination
   h. Work sample evaluation report
   i. Visual or hearing examination
   j. Social service agency referral

6. Specific instructional techniques, materials, or supportive services which are appropriate for remediating the learner's disability. Numerous services, materials, and techniques could be identified, depending upon the nature and severity of the learner's functional disability.

7. Occupational interest data or information describing the learner's specific career interests.

8. Identification/description of the occupational competencies or skills which the learner has attained prior to entering the instructional program.

Assessment Activities:

1. Compiling of pertinent data and information from existing records.

2. Observation and charting of learner performance.

3. Work sample assessments.
4. Formal testing.
5. Reviewing/compiling previously collected assessment data.
6. Performance testing.
7. Interviewing learner.
8. Interviewing learner's parents.

Personnel:

Occupational teachers
Special needs/special education teachers
Program director/coordinator
Psychologist or diagnostician
Parents/guardians
Counselors
Supportive service personnel
State office of education personnel

Time Frame: The assessment activities leading to preparation of the Learner Needs Assessment Profile will likely take several weeks to complete. Different special needs learners will obviously require the development and use of different assessment activities. It is highly suggested that the first 2 - 3 weeks in the regular occupational program be devoted to assessment-oriented activities.

Example Instrumentation:

Numerous commercially prepared, standardized instruments are available, and are frequently used. Teacher-prepared tests have been utilized at and are commonly used. The following standardized instruments are recommended by the Vo-Tech SERVE Center, District 916, White Bear Lake, Minnesota.

Dexterity tests:	Crawford Small Tool Dexterity Test Purdue Pegboard Stromberg Dexterity Test Bennett Hand-Tool Test
Aptitude tests:	Bennett Stenographic Aptitude Test Differential Aptitude Test Revised Minnesota Paper Form Board Test MacQuarrie Test for Mechanical Aptitudes Graves Design Judgment Test
Achievement tests:	Wide Range Achievement Test Diagnosis--An Instructional Aid Gray Oral Reading Test California Achievement Tests
Interest and Attitude tests:	California Picture Inventory Minnesota Importance Questionnaire Strong Vocational Interest Blank Brainard Occupational Preference Survey

Audiences for Assessment Data:

Teachers
Special needs learners
Program administrators
Counselors
Parents/guardians
Supportive agency personnel

Administrative Utilization of Data:

1. Compile numbers and types of special needs learners being served across all occupational programs.

2. Estimate and allocate program resources (supportive services, instructional materials, etc.) required to fully serve the identified special needs learners.

3. Monitor effectiveness of identification and assessment processes.

4. Plan budgets.

5. Accountability and public relations activities (accumulated data only).

6. Plan facility and equipment modifications.

Phase 2: Formative Assessment

Purpose: To assess the general progress the learner is making and identify specific modifications which need to be made in the learner's instructional program.

Evaluation Questions:

1. What general progress has the special needs learner made to date in his/her instructional program?
2. What concern does the instructional staff have regarding the learner's progress?
3. What changes in the learner's instructional prescription and program appear necessary?

Information Needed:

1. Rating of the learner's specific ability/disability levels in functional performance categories
   a. Below average
   b. Average
   c. Above average
2. Class attendance record of the learner
3. Test results and other assessment data collected by the instructional staff
4. Indication of the specific problem(s) the learner is encountering
5. Specific modifications needed in the learner's instructional prescription
   a. Instructional content changes
   b. Methods and/or materials changes
   c. Modification of extent or type of special services needed
   d. Other changes

Assessment Activities:

1. Performance testing
2. Formal testing (paper/pencil)
3. Work simulation testing
4. Observation
5. Learner product assessment

Personnel: Once the formative assessment information to be collected is determined, the special needs coordinator or special education teacher regularly collects the data from each of the learner's teachers. This individual is usually also responsible for compiling and distributing the data to the appropriate persons.

Time Frame: Formative assessment activities should be ongoing during the instructional program. Periodically, the data collected by occupational and special needs teachers should be compiled in a form similar to a monthly progress checklist.

Suggested Instrumentation:

Most of the instrumentation used in formative assessment activities are likely to be teacher-developed checklists, quizzes, performance tests.

Audiences for Assessment Data:

Teachers
Special needs learners
Program administrators
Counselors
Parents/guardians

Administrative Utilization of Data:

1. Adjust or expand program resources (supportive services, special equipment, instructional materials, etc.) so as to fully serve the identified special needs learners.
2. Monitor effectiveness of assessment procedures
3. Adjust budgets

Phase 3: Summative Assessment

Purpose: To conduct a comprehensive evaluation of the learner's progress upon the completion of an occupational education course or program.

Evaluation Questions:

1. What occupational competencies or skills has the learner obtained which prepare him/her for entry employment?
2. To what performance level have the occupational competencies or skills been refined/developed?
3. To what extent have the learner's functional disabilities been remediated?

Information Needed:

1. Identification of the specific occupational competencies or skills the learner has attained
2. Rating of the performance level attained for each competency or skill
3. Specific description of the performance level attained for each competency or skill
4. Rating of the learner's functional abilities/disabilities following the instructional program
   a. Below average
   b. Average
   c. Above average

Assessment Activities:

1. Performance testing
2. Formal testing (paper/pencil)
3. On-the-job performance rating
4. Work simulation testing
5. Observation
6. Learner product assessment

Personnel: The instructional team which has worked directly with the learner throughout the program should be collectively involved in the summative assessment activities. The occupational teacher, special education teacher, work experience coordinator, employers, and other key personnel should coordinate their assessment efforts in compiling the Learner Performance Record.

Time Frame: Summative assessment activities are frequently initiated near the end of the course or instructional program, and are completed once the instructional activities have terminated.

Suggested Instrumentation:

Although both commercially prepared, standardized instruments and teacher-made instruments can be used, teacher-constructed instruments are used more frequently. Standardized competency exams and certification exams are also used.

Audiences for Assessment Data:

Special needs learners
Future teachers
Counselors
Parents/guardians
Program administrators
Employers
Supportive agency personnel

Administrative Utilization of Data:

1. Inclusion in reports to state and federal agencies
2. Planning for future programming
3. Overall occupational program evaluation

Phase 4: Ultimate Evaluation

Purpose: To assess the performance of the special needs learner following a period of time in which the learner has engaged in work and/or continued training.

Evaluation Questions:

The evaluation questions used in this component will vary greatly depending upon the nature of the occupational program, and the information needed to justify program modifications within the local educational agency. Typical evaluation questions might include:

1. What is the current status of former students?
2. How effective was the special needs program in preparing the students for the world of work?
3. To what extent were the supportive services utilized and how effective were they?
4. What additional services are needed to help the individual function in society?
5. What allowances do employers need to make for special needs students?
6. Were original objectives and related instruction relevant to job performance?
7. Do students possess necessary job competencies?

Information Needed:

1. Employer rating of specific job skill possession.
2. Employer rating of general job skills, e.g., work attitudes.
3. Records of attendance, punctuality, etc.
4. Former student self-report of skill deficiencies.
5. Former student and employer indication of adjustment problems.
6. Observation of job advancement or retention.

Assessment Activities:

1. Student follow-up survey (mail, telephone, personal interview).
2. Employer follow-up survey (mail, telephone, personal interview).
3. Parent interview.

Personnel:

Program managers
Counselors
instructor

Time Frame: Following student entry into the work force or a continued education program.

Suggested Instrumentation:

Locally developed survey forms and/or interview schedules.

Audiences for Assessment Data:

Instructors
Administrators
Special needs learners
Supportive personnel
Parents
Curriculum specialists

Administrative Utilization of Data:

1. Program evaluation.
2. Program revision.
3. Design of post-school services.
4. Referral to agencies such as DVR, employment service, etc.

1.7 Summary

The problems related to identification and assessment of special needs learners in occupational programs are complex and numerous. The concepts proposed herein offer a strategy for program development which addresses several of the traditional assessment and information utilization problems.

The evaluative information generated in an identification, assessment, and evaluation model essentially services two major purposes: (1) to support instructional decision making, and (2) to support administrative decision making. Information output from each of the four components (preassessment, formative assessments, summative assessments, and ultimate assessments) is fed simultaneously in two directions. It is fed into the program administrative channel to facilitate program operations or program evaluation, and is subsequently recycled to improve program planning activities. Evaluative information is also recycled at the instructional level on a continuous basis to adjust the instructional design, modify and update learner profiles and prescriptions, and improve and individualize the instruction being received by the special needs learner.

Phelps, L. A. and T. L. Wentling. "A Proposed System for the Identification, Assessment, and Evaluation of Special Needs Learners." Journal of Industrial Teacher Education, vol. no. 3, Spring 1977, pp. 19-35.

2.0 RESOURCE PROCEDURES AND FORMS

The procedures and forms contained in this section have been collected from several states. Each instrument has been tested and found to provide useful identification and assessment information when working with special needs learners in vocational education. You are encouraged to revise and use whatever forms are appropriate for your vocational education program.

For reference purposes, each form is coded (A through D) to indicate its original source:

A - Albright, L. Procedures for Identifying Students With Special Needs, Special Needs Identification and Assessment Project. Bureau of Educational Research, University of Illinois, Urbana-Champaign.

B - Albright, L. Strategies for Assessing the Student's Present Levels of Performance, Special Needs Identification and Assessment Project. Bureau of Educational Research, University of Illinois, Urbana-Champaign.

C - Hyde, T. E. and J. L. Wircenski. Developing Career Counseling Instruments, undated.

D - Phelps, L. A. Instructional Development for Special Needs Learners: An Inservice Resource Guide. Urbana-Champaign: University of Illinois, 1976.

2.1 Sample Identification Procedures and Forms

Source: C

DEVELOPING CAREER COUNSELING INSTRUMENTS

A GUIDANCE HANDBOOK FOR
IDENTIFYING, COUNSELING, SELECTING AND
PLACING STUDENTS IN VOCATIONAL PROGRAMS

BY

DR. T. E. HYDE, SUPERVISOR
DIVISION OF VOCATIONAL EDUCATION
COLUMBUS, OHIO

AND

DR. J. L. WIRCENSKI, ASSOCIATE PROFESSOR
DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES
THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA

INTRODUCTION

The problem of objective career counseling for occupational programs has troubled teachers, counselors, and administrators alike. Too often, in spite of the numerous criteria used, the procedures are not truly objective or not agreeable to either the instructor, the guidance personnel, or perhaps the parents.

Counselors have a genuine problem in identifying the students who will most benefit from a particular program and be most successful in accomplishing the program's objectives. For example, it is not possible nor is it desirable to select just the best students (academically speaking) among those interested in a particular program, for these are not always the students who will benefit the most from or fit best into that particular program. In the case of a cooperative program such as Distributive Education, care has to be taken that students do not express false interest in enrolling simply to gain the monetary advantages. Even after prescreening a tentative list of possible candidates, a program still needs an identification tool--one that is simple and easy to apply, yet one which contains all pertinent data. Counseling criteria, if well chosen, can provide a uniform selection method in addition to serving as an effective instrument upon which to help

career counsel students.

This booklet will attempt to define and explain one such career counseling method which may be used to determine and select those students who can best benefit from a particular program from the total group of students who have expressed a desire to enroll in that program. Even though students have been pre-screened from the total student body, the number of students may still have to be further reduced because of local or state limits on maximum class enrollments, facilities, number of teachers, and the like.

The use of the student career counseling/selection instrument as a counseling tool is an attempt to objectively record and relate all those variables that guidance personnel normally evaluate as they interview students in such a manner that these criteria or qualities could be reliably rated for student evaluation, selection, and career counseling. The reliability would be achieved by always applying the same set of criteria, with the same weight, for all students with equal qualifications per criteria each time the instrument is applied.

DIRECTIONS

The construction of a career counseling instrument

will take approximately two hours. After you have read each section, a ** will appear; turn to the last page of this booklet and proceed with the construction of an instrument, utilizing the information presented. Select a vocational program with which you are most familiar and construct a counseling instrument for that program. Before proceeding any further, turn to page 11 and study the sample carefully.

INSTRUMENT CONSTRUCTION

I. DETERMINING CRITERIA

1. The first task to be completed is to make a list of all criteria by which the students are going to be counseled and selected. Generally, about eight to ten different criteria are used. Such criteria might include:

1. Grades
2. Attendance
3. Attitude
4. Responsibility
5. Ability to Work With Others
6. Employability
7. Mechanical Reasoning
8. Language Usage
9. Manual Dexterity
10. Mental Level
11. Instructor Recommendation
12. Program Interest
13. Reading Scores
14. Spatial Scores
15. Typing Speed
16. Math Grades

17.	English Grades	20.	Personal Hygiene
18.	Quality of Work	21.	Neatness
19.	Numerical Ability	22.	Counselor Recommendation

2. Certain programs call for specific abilities which should be added to that program's particular instrument--for example, manual dexterity for Food Service and ability to work with others for Building Trades. All data calling for particular aptitudes or abilities, e.g., manual dexterity, reading comprehension, or abstract reasoning, can be obtained from the General Aptitude Test Battery (GATB), Differential Aptitude Test (DAT), or other standardized tests. All criteria selected must be available in a student's record or "collectable" from another source. ** ** (Turn to page 13 and enter the criteria.)

3. Where applicable, a particular program might list "recommended" courses. Selection of these subjects depends upon the particular program for which students are being considered. For example, a student being considered for Child Care may receive extra points for each year of general science or art, while a student interested

in Food Service would receive extra points for each year of general homemaking. This practice enhances the selection of such students without the restrictive effect of "required" subjects. ** (Turn to page 13 and enter recommended courses, if any.)

4. Some of the rating criteria such as responsibility, attitude, or neatness, due to their subjective nature, require the use of a supplementary rating sheet. (A sample is included on page 12 for your examination.) Each student should be given enough supplementary rating sheets so that as many teachers as are familiar with that student can rate him. Generally, five supplementary rating sheets per student is best. On this supplementary rating sheet, teachers, counselors, and other professionals are asked to rate on a scale certain personal characteristics such as ability to work well with others, responsibility, health, and neatness. These recommendations are then averaged for each particular criterion and a consensus rating entered on the final instrument. ** (Turn to the <u>supplementary rating sheet</u> on page 14 and enter the criteria you

might have in order to rate the subjective criteria you have on your counseling instrument.)

II. ASSIGNING POINT VALUES

5. Point values or relative weighted importance should be assigned to each criterion as the next step in developing an instrument (for example: Grades, 10 points; Attitude, 15 points; Attendance, 15 points, etc.). The total number of points assigned to any instrument is not too important as long as the relative value of each criterion has been critically considered and carefully selected. For career counseling purposes, it is most helpful if all program instruments have the same total number of possible points. Since the same student may be interested in two programs, the scores obtained on the two instruments can be judged in terms of each other. ** ** (Turn to page 13 and assign point values to the criteria.)

CONSTRUCTION OF THE INSTRUMENT IN DESCRIPTIVE TERMS

III. NUMERATOR AND DENOMINATOR SCALES

6. Once the criteria and weighted values are established, the next step in developing a counseling instrument is to break down the criteria into

their descriptive terms (times absent, age, percentiles, stanines, or any other form), but the construction still remains the same. The denominators are usually linear, numbered consecutively upward or downward depending on the item and the desired values.

Figure 1 shows the construction of a scale for Attendance in which the denominators follow the usual linear pattern.

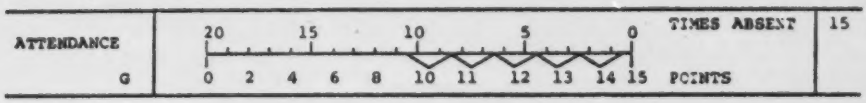


Figure 1

The more often a student has missed school, the less credit (points) he receives for this particular criterion rating. For perfect attendance, he receives the maximum allotment of points, in this case fifteen (15). The numbers of the numerator scale and the denominator scale increase and decrease consecutively and are therefore linear in nature.

8

7. However, in some cases these scales will not be the normal linear vs linear (numerator and denominator increasing or descreasing in a constant relationship). Figure 2 shows the construction of a scale for the Grades criteria.

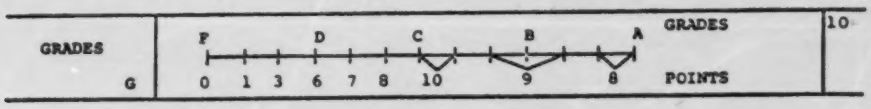


Figure 2

In this example, the grades are arranged in their normal order on the top scale. The grades may be in letters or points, depending on the method used to record the student's total grade average. Note that on the bottom scale the progress begins at 0 points for an "F" and 10 points for a "C". Therefore, the point values may be staggered, concentrating the greatest value at the grade deemed most important for that particular program.

8. Another example of point staggering is shown in Figure 3, for the Mental Level.

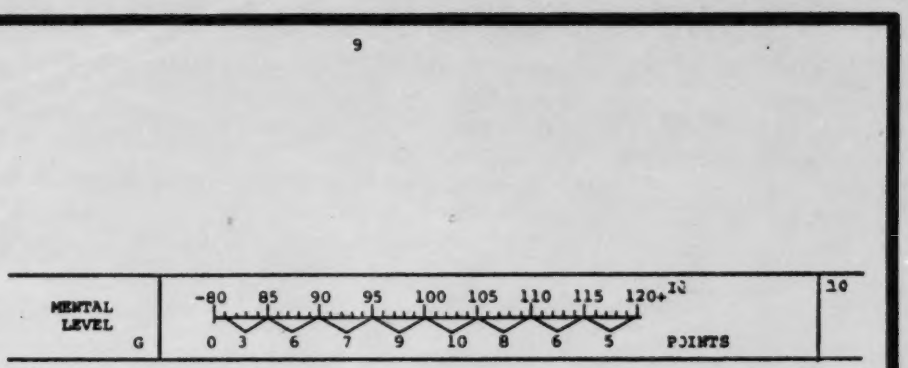


Figure 3

In this example, the scale has an assigned value of 10 points; but it is constructed so that the intervals on the lower scale are smallest and reach the highest point value toward selection between the 100-105 I.Q. level on the top scale. In other words, the students scoring in the 100 to 105 I.Q. range are considered to be those most likely to be successful in this particular program. This implies that those students scoring above 105 (as in the case of the "A" student) could possibly become bored, while those students with decreasing scores below 100 would find the work increasingly difficult and may be counseled into another career pattern by guidance personnel. ** ** (Turn to page 13 and complete construction of the instrument. If you encounter

any difficulty, turn to the appropriate section and study the examples in Figures 1, 2, and 3 or the sample career counseling instrument on page 11.)

On page 15 a summary sheet is provided for your review. This summary sheet defines all the parts of a complete career counseling instrument. (Turn to page 15 and review the summary sheet.)

SCORING
G - GUIDANCE
T - TEACHER

FOOD SERVICE

STUDENT: _____

CRITERIA	SCALES		POINTS
GRADES	F D C B A	GRADES	10
G	0 1 3 6 7 8 10 9 8	POINTS	
ATTITUDE	POOR FAIR GOOD VERY GOOD	RATING AVERAGE	15
G/T	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	POINTS	
ATTENDANCE	20 15 10 5 0	TIMES ABSENT	15
G	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	POINTS	
MENTAL LEVEL	-80 85 90 95 100 105 110 115 120+	IQ	10
G	0 3 6 7 9 10 8 6 5	POINTS	
READING COMPREHENSION	0 10 20 30 40 50 60 70 80 90 100	PERCENTILE	10
G	0 1 2 6 7 8 9 10	POINTS	
ABSTRACT REASONING	0 10 20 30 40 50 60 70 80 90 100	PERCENTILE	10
G	0 1 2 3 4 5 6 7 8 9 10	POINTS	
RESPONSI-BILITY	0 10 20 30 40 50 60 70 80 90 100	PERCENT AVERAGE	15
G/T	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	POINTS	
ABILITY TO WORK WELL WITH OTHERS	0 10 20 30 40 50 60 70 80 90 100	PERCENT AVERAGE	15
G/T	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	POINTS	
MANUAL DEXTERITY	0 10 20 30 40 50 60 70 80 90 100	PERCENTILE	20
G	0 1 2 3 4 5 6 7 9 11 13 15 17 18 19 20	POINTS	
INTEREST IN FOOD SERVICE	LITTLE SOME CONSIDERABLE	O.V.I.S. SCORE ON (001-010-110-112)	10
G/T	0 1 2 3 4 5 6 7 8 9 10		
NEATNESS	0 10 20 30 40 50 60 70 80 90 100	PERCENT AVERAGE	10
G/T	0 1 2 3 4 5 6 7 8 9 10	POINTS	
HEALTH	0 10 20 30 40 50 60 70 80 90 100	PERCENT AVERAGE	10
G/T	0 1 2 3 4 5 6 7 8 9 10	POINTS	

Yes No Criteria — ADD FIVE POINTS FOR EACH OF THESE COURSES IN WHICH THE STUDENT RECEIVED "C" OR ABOVE. (EACH YEAR OF HOMEMAKING) - 10 POINTS MAXIMUM — 10

COMMENTS — MUST HAVE NEGATIVE X-RAY — TOTAL — 160

SAMPLE SUPPLIMENTARY RATING SHEET

Teacher's Recommendation Form

Student Name _____

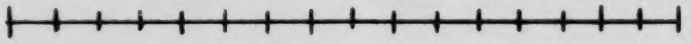
Recommending Teacher _____

Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

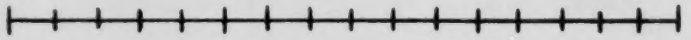
1. Instructor Recommendation - general overall recommendation

Poor Fair Good Excellent



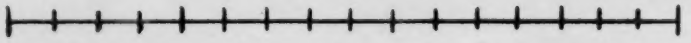
2. Counselor's Recommendation - general overall recommendation

Poor Fair Good Excellent



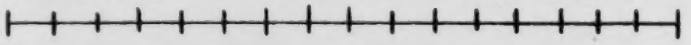
3. Attitude - general overall feelings toward school, teachers, peers....

Poor Fair Good Excellent



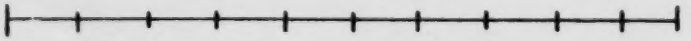
4. Employability - prompt, attendance regular, dresses appropriately for occasion

Hard to Place Average Easy to Place



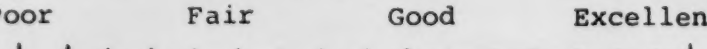
5. Ability to Get Along With Others - cooperative and friendly, can take orders as well as give them

Poor Fair Good Excellent



6. Personal Hygiene - free from communicable disease, mentally sound, neat and clean personal appearance, is able to attend school regularly and perform class assignments

Poor Fair Good Excellent



7. Responsibility - willing to accept delegated duties; follows directions; takes initiative without being asked

Poor Fair Good Excellent

8. Neatness - neatness, accuracy, follows assignments or guidelines, etc.

Poor Fair Good Excellent

32

Rating Code:
G = Guidance
I = Instructor (THIS PROGRAM)
T = Teacher (ALL OTHER PROGRAMS)

13

Program _____

Student number
or Name _____

CRITERIA	SCALE	POINTS
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
Yes or No Criteria		

Comments:
(over)

Supplementary Rating Sheet

Teacher's Recommendation Form

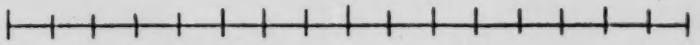
School _____ Student Name _____

Recommending Teacher _____

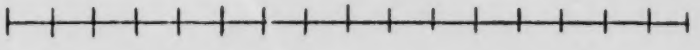
Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

1. _____ Poor Fair Good Excellent



2. _____ Poor Fair Good Excellent



3. _____ Poor Fair Good Excellent

4. _____ Poor Fair Good Excellent

5. _____ Poor Fair Good Excellent

6. _____ Poor Fair Good Excellent

7. _____ Poor Fair Good Excellent

General Comments:

DIRECTIONS: The following form can be completed for identifying handicapped students for placement in vocational programs. The examples used below are for the SINGER, JEV's, and VIEWS. Other standardized test instruments can be substituted.

STUDENT # _____ PROGRAM _____ (TAXONOMY)

HANDICAP: (CIRCLE) AI - BD - LD - EMR - OH - VI - HI DISADVANTAGE: _____

AREA / PTS.	SINGER			
( ) PTS: ____	QUALITY ( )	ERRORS PTS.	EVALUATOR "B" ( )	# PTS.
	TIME ( )	PTS.	FACTORS ( )	# PTS.
( ) PTS: ____	QUALITY ( )	ERRORS PTS.	EVALUATOR "B" ( )	# PTS.
	TIME ( )	PTS.	FACTORS ( )	# PTS.
( ) PTS: ____	QUALITY ( )	ERRORS PTS.	EVALUATOR "B" ( )	# PTS.
	TIME ( )	PTS.	FACTORS ( )	# PTS.

JEV'S # / PTS.	TIME	QUALITY	OBSERVATION
# ____ ( ) PTS: ____	PTS. ( )	ERRORS PTS. ( )	PTS. ( )
# ____ ( ) PTS: ____	PTS. ( )	ERRORS PTS. ( )	PTS. ( )

VIEWS / PTS.	TIME	QUALITY	OBSERVATION
# ____ ( ) PTS: ____	PTS. ( )	ERRORS PTS. ( )	PTS. ( )
# ____ ( ) PTS: ____	PTS. ( )	ERRORS PTS. ( )	PTS. ( )
# ____ ( ) PTS: ____	PTS. ( )	ERRORS PTS. ( )	PTS. ( )

TOTAL SINGER / JEV'S

OTHER HI SEVERE MINOR OH SEVERE MINOR

AI SEVERE MINOR LD SEVERE MINOR

BD SEVERE MINOR EMR SEVERE MINOR VI SEVERE MINOR

No ☐ Yes ☐ 1. Are special modifications to the curriculum necessary?
Describe _____

No ☐ Yes ☐ 2. Are special modifications to the facilities necessary?
Describe _____

No ☐ Yes ☐ 3. Are special support personnel necessary?
Describe _____

( ) Final Total x ____ (Factor) = ____

40

Source: D

SPECIAL NEEDS PROGRAM - STUDENT INFORMATION/IDENTIFICATION FORM

Directions: Please complete as much of the information below as possible. Sources of information to be used in completing this form include: pupil school records, classroom observations, and individual counseling with the student.

Student Name: _____ Grade ____ Referral date_____

Address: _____ Sex ____ Birthdate_____

Age: _____

Reason for Referral Action: _____

_____

_____

PARENTS: Father's Name: _____

Address: _____ Telephone: _____

Mother's Name: _____

Address: _____ Telephone: _____

Guardian's Name: _____ Relationship: _____

Address: _____ Telephone: _____

EMPLOYMENT: Father: _____

(occupation and place of employment) Mother: _____

Guardian: _____

PARENTS CONTACTED: ____ Yes ____ No

STUDENT EMPLOYMENT GOALS: _____

_____

SPECIAL SERVICES BEING RECEIVED: _____

_____

RECEIVED BY: _____, (Title):_____ (Date):_____

ACTION TAKEN: _____

_____

_____

Source: A

Identification of Disadvantaged Students

The following information applies to:

_____ all vocational programs

_____ some vocational programs (specify which)_____

_____

_____

Criteria -

Referral Procedures -

Eligibility Process -

Contact Personnel -

What sources were used to obtain the information requested on this form?

Handicapped:

Disadvantaged:

Source: B

Student Referral Form
Vocational Education

Student's Name:_____ Grade:_____Date:_____

School:_____

Person Initiating the Referral:_____

Title:_____

Please Specify the Reason for this Referral:_____

_____

_____

_____

_____

_____

_____

_____

_____

Special Services Presently Received:_____

_____

Received By:_____Title:_____Date:_____

Action Taken:

2.2 Sample Preassessment Procedures and Forms

Source: D

SPECIAL NEED INDICATOR CATEGORIES

Special Need Indicator Categories	Definition
Quantitative/Numerical Skills	Involves the ability to count, record, perform basic arthmetic processes, measure and otherwise use or manipulate numerical information.
Verbal Skills	Involves the ability to communicate in written and spoken forms.
Cognitive Skills	Involves the ability to follow instructions, remember, sequence information, plan, organize, and make decisions.
Perceptual Skills	Involves the ability to accurately perceive colors, forms, space, sounds, and odors.
Language Skills	Involves the ability to listen, understand, and express oneself using written and oral forms of language.
Psychomotor/Physical Skills	Involves the ability to coordinate and perform physical movements.
Social Skills	Involves the ability to interact with others and act independetly in an acceptable manner.
Occupational Interests	Identifies the learner's major cluster of occupational interest or preference.

LEARNER ANALYSIS
PROFILE

Learner: _____

School: _____

Date: _____

Assessment/Appraisal Team:

_____

_____

_____

Special Need Indicators	Learning Difficulty					Learning Strength	Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS							
Count and Record							
Add/subtract							
Multiply/divide							
Measure							
General number use							
Money							
Other quantitative/numerical skills:							
VERBAL SKILLS							
Read							
Spell							
Record information							
Verbal communication							
Written communication							
Other verbal skills:							
COGNITIVE SKILLS							
Retention							
Sequence							
Attentiveness							
Planning ability							
Mechanical aptitude							
Transfer							
Other cognitive skills:							

Special Need Indicators	Learning Difficulty				Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS						
Auditory discrimination						
Form perception						
Form discrimination						
Space perception						
Color perception						
Touch discrimination						
Other perceptual skills:						
LANGUAGE SKILLS						
Listening						
Nonverbal expression						
Technical vocabulary						
Grammatical expression						
Other language skills:						
PSYCHOMOTOR/PHYSICAL SKILLS						
Physical strength						
Hand-eye coordination						
Manual dexterity						
Mobility						
Other physical skills:						
SOCIAL SKILLS						
Sociability						
Cooperativeness						
Conformity						
Loyalty						
Safety						
Responsibility						
Sensitivity						
Other social skills:						

Special Need Indicators	Learning Difficulty		Learning Strength			Documentation/Observed Behavior
OCCUPATIONAL INTERESTS						
Agriculture/Natural Resources						
Automotive and Power Services						
Construction/Manufacturing						
Graphics/Communications						
Food/Clothing/Child Care						
Health						
Office/Business						
Other or specific occupational interests:						

LEARNING PRESCRIPTION

Learner:_____ Instructional Team:_____

School:_____ _____

Date:_____ _____

A. Appropriate Learning Mode

Directions: Indicate by numbering, the three most appropriate learning modes for this student. Check others that may also be appropriate.

____Audio/visual presentation
____Observation of goal behavior
____Interview/conference with knowledgeable person
____Experiment/laboratory experience/project
____Programmed instruction
____Simulation/games
____Field experience(s)
____Role playing
____Reading
____Audio recording
____Other (specify):
_____
_____

B. Interaction Mode

Directions: Indicate below the situations in which the student will work most productively.

____Independently (alone)
____Peer/partner
____Small group
____Large group
____Individually with teacher or aide

C. Additional Learning Style Considerations: _____

_____

_____

_____

_____

2.3 Sample Formative and Summative Assessment Procedures and Forms

Source: D

A LEARNER PERFORMANCE PROFILE

for

_____

Occupational Goal:_____ Instructors:_____

Cluster/Program:_____ _____

School:_____ _____

The above-named student has demonstrated the occupational skills described by the attached form. The criteria described below can be used to interpret the level of skill development attained by the student.

Occupational Performance

- Introduced - the student/learner has vecome acquainted with the general task, as will as its function and/or purpose through previous experiences or instructions. However, the learner has not yet begun to develop or demonstrate any significant, recognizable competency in performing the task.

- Involved - the student/learner has begun to develop and/or demonstrate minimal compeetence in performing a few selected parts (subskills) of the task.

- Productive - the student/learner has deceloped and/or demonstrates a minimal level of competence in performing several parts (subskills) of the task. The student/learner would be employable in specialized, entry level occupations requiring only minimal skills.

- Employable - the student/learner has deceloped and/or demonstrates a level of competency which would make him/her employable in a normal, competitive work setting.

Basic Skills/Concepts Content

- Introduced - the student/learner has become acquainted with the basic skill or concept through previous experiences and/or instruction.

- Developing - the student/learner has demonstrated some capacity to perform the basic skill, and/or interpret and apply the basic concept.

- Competent - the student/learner is capable of accurately and repeatedly performing the basic skill, or interpreting and applying the basic concept.

PROFILE COVER SHEET

LEARNER PERFORMANCE PROFILE

PART A: Occupational Competency Assessment Learner:

OCCUPATIONAL TASKS	LEARNER PROGRESS	Introduced	Involved	Productive	Employable	DESCRIPTIVE ASSESSMENTS	DATE
						1	
						2	
						3	
						1	
						2	
						3	
						1	
						2	
						3	
						1	
						2	
						3	
						1	
						2	
						3	
						1	
						2	
						3	
						1	
						2	
						3	
						1	
						2	
						3	

PART B: Basic Skill/Concept Assessment Learner:

BASIC SKILLS/CONCEPTS	LEARNER PROGRESS: Introduced	Developing	Competent	DESCRIPTIVE ASSESSMENTS	DATE
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	

2.4 Sample Follow-Up Assessment Procedures and Forms

Source: D

MAJOR EVALUATION QUESTION AND RELATED

INSTRUMENT QUESTIONS

What is the current status of previously-enrolled special needs learners?

- Are you currently employed?
- What is your present occupation?
- How many times have you changed jobs since leaving school?
- How many hours per week do you work?
- What is your weekly salary before taxes?

Source: D

SPECIAL CONSIDERATIONS IN DEVELOPING FOLLOW-UP INSTRUMENTS

-- Preparing the directions, questions, or items

- o Keep the vocabulary and language simple and concise
- o Keep the sentence length short
- o Attempt to use words/phrases that will not require finger spelling by interpreters for the deaf
- o Test the readability level of the instrument using an appropriate readability assessment formula (See Inservice Experience VI.1 in Module 6)
- o Consider alternative forms for the instrument, such as putting the questions on a cassette tape, brailling the instrument, large print, or translation of the instrument to a native language.

-- Selecting the rating or response format

- o Consider using nonverbal scales

positive neutral negative

- o Use large response boxes for those who have difficulty with fine motor coordination
- o Consider using a tape recorded series of questions where students can stop the recorder and orally respond or by brailling their response.

Source: D

FORMER STUDENT SURVEY QUESTIONNAIRE

Evaluation of Special Needs Services

1. NAME:_____Birthdate_____Age___Sex_____

2. ADDRESS:_____City_____Zip___Phone_____

3. Name of High School attended (circle one): Eisenhower Richards

4. Please check your present status:

___Part-time student/part-time employed
___Employed full-time
___Full-time student
___Armed Forces
___Other, please describe:_____
___Apprentice training
___Housewife
___Unemployed, looking for work
___Unemployed, not looking for work

5. If employed, describe the work you are presently doing:_____

_____

6. How long have you been employed? _____

7. Please list any previous work:

Employer	Dates
_____	_____
_____	_____
_____	_____

8. Which of the courses you took in high school were most helpful to you in your present job?

_____ _____

9. Why do you feel these courses were helpful?_____

_____

10. What part of your high school vocational program was of least value to you?

_____

11. Why?_____

_____

12. Check the services you received while you were a student at District 218. If you check a service, please rate its value to you by circling a number on the right.

	No Value	Some Value	Very Valuable
____ Counseling	1	2	3
____ Social worker	1	2	3
____ Nurse	1	2	3
____ Summer Math and Reading	1	2	3
____ Interpreter	1	2	3
____ Reading Lab	1	2	3
____ Job counseling	1	2	3

13. After having taken the vocational courses I found that:

a) I had the training necessary to get my job ____ yes ____ no

b) I had enough training to advance in my job ____ yes ____ no

c) My job is one that matches my ability ____ yes ____ no

d) I received enough information on how to fill out a job application ____ yes ____ no

e) I received enough information about how to prepare for an interview ____ yes ____ no

14. Did you graduate? ____ yes ____ no

15. If no, what grade did you complete? ____ 9 ____ 10 ____ 11

16. If you left school before graduation, what were your reasons?

_____

17. Do you need additional vocational training? ____ yes ____ no

18. If yes, please describe the type of vocational training you need:_____

_____

(Adapted from Community H.S. District #218, Worth, Illinois 60482)

FORMER STUDENT INTERVIEW GUIDE

Source: D

Respondent's Name:_____

Year of Graduation:_____ Interviewer: 1 2

1. What is the name of the place where you work?_____

_____

2. What kind of work do you do at your job?_____

_____

3. How many hours per week do you work?_____

4. Do you feel that you do good work?
   - Yes 1
   - No 2
   - Pretty good . . 3

5. Is your work as good as other employees' work?
   - Better 1
   - Yes 2
   - Not as good . . 3

6. Does your boss like your work?
   - Yes 1
   - No 2
   - Somewhat . . . 3

7a. Do you think ISD had enough vocational courses to choose from?
   - Yes 1
   - No 2

7b. What other courses would you have liked that they did not offer at ISD?

_____ _____

_____ _____

8. Did you have a chance to take courses at ISD that would help you in your job?
   - Yes 1
   - No 2

9. What did you like the most about ISD?
   - Classes 1
   - Counselors 2
   - Teachers 3
   - On-the-job training . 4
   - Other _____ . 5
     (please specify)

10a. Do you feel your ISD experience prepared you enough to go to junior college or some other job training school?
   - Yes 1
   - No 2

10b. What was lacking?_____

_____

(2 of 2)

11. Here is a rating scale. How would you rate the quality of the ISD vocational teachers?

Really good	1
Good	2
Okay	3
Not too good	4
Bad	5

12. What suggestions do you have improving the ISD program?_____

_____

_____

Source: D

SAMPLE COVER LETTER FOR A LEARNER FOLLOW-UP SURVEY QUESTIONNAIRE

(school letterhead)

Dear (first name),

By taking a few minutes of your time you can provide valuable information which will help us improve our vocational program.

Your responses will not be shared with others, but will become a part of a summary. The comments you and other students make will identify areas for improvement and change.

Please complete the attached questionnaire and return it in the enclosed envelope. We are looking forward to hearing from you. Your assistance is greatly appreciated.

Sincerely,

Note: Similar introductory information should be conveyed if a telephone or personal interview is used for the follow-up survey.

(Adapted from Community H.S. District #218, Worth, Ill. 60482)

Source: D

SPECIAL CONSIDERATIONS IN ADMINISTERING FOLLOW-UP INSTRUMENTS

- Have the questions presented orally so they can be simplified and clarified as needed
- Administer the survey instrument orally to individuals or small groups
- Use a total communication approach that includes lip reading, signing, and finger spelling when administering the instrument to a hearing impaired student
- Permit students to respond in a brailled or tape recorded format
- Use bilinguists in interpreting and orally presenting the follow-up questions for students who use English as a second language

APPENDIX A

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 15-percent set-aside funds for the disadvantaged, an individual shall fulfill one of the following conditions:

* *He is excluded from a regular vocational program because of the effects of a disadvantagement, or*
* *He shows evidence of being unable to succeed in a regular vocational program because of the effects of a disadvantagement.*

For the individual to qualify for these funds, the effects of the disadvantagement must be identified by qualified professionals, such as teachers, counselors, and social workers.

The categories of disadvantages have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and analyzing the effectiveness of vocational education programs and supportive services provided for the disadvantaged. The statements following each category are provided as examples of the types of disadvantagements in that category. Every effort should be made to identify an individual in one of the three main categories and to use category 4.0 (other) sparingly.

1.0 ACADEMICALLY DISADVANTAGED

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY

Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. They may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary
Inability to use the formal language effectively in school
Serious language difficulties in any language

Source Kay, E. R., Kemp, B. H., and Saunders, F. G. Guidelines for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968, DHEW Publication No. (OE) 73-11700 U.S. Government Printing Office, Washington, DC, 1973. (The revised Guidelines under the Amendments of 1976 were not available at the date of this printing. Contact B. H. Kemp, Bureau of Adult, Vocational and Technical, Washington, D.C. for the new Guidelines.)

1.1.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose language deficiency can be remedied by instruction in English as a foreign language

1.1.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose language deficiency can be remedied by programs designed to increase language proficiency

2.21 READING AND/OR WRITING DEFICIENCY

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. They may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose reading/writing deficiency can be treated by instruction in English as a foreign language or by programs designed to achieve proficiency

1.2.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency

2.2 COMPUTATIONAL DEFICIENCY

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. They may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 GENERAL EDUCATIONAL DEFICIENCY

Individuals in this group have general educational deficiencies which are principally responsible for their inability to succeed. They may have one or more characteristics or conditions, such as the following:

Low achievement scores
Poor attendance records
School dropout
Potential school dropout
Unawareness of educational procedures and/or opportunities
Lack of parental support and guidance because of parents' lack of education

2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR

These individuals, because of their background or experience, have developed attitudes which result in behavior that severely limits their ability to perform successfully in a vocational education program.

2.1 HOSTILE OR DEFIANT BEHAVIOR

Individuals in this group exhibit excessive aggressive, anti-social, or disruptive behavior. They may have one or more characteristics, such as the following:

- Significant incidence of involvement with the criminal justice system
- Defiance of rules and regulations
- Persistence in trying to dominate the scene
- Withdrawal from normal social intercourse
- Unrestrained behavior
- Socially assertive and unconventional behavior
- Disruptiveness in school

2.2 PASSIVE OR APATHETIC BEHAVIOR

Individuals in this group exhibit unusual lack of participation in and response to learning opportunities. They may have one or more characteristics or conditions, such as the following:

- No interest in learning or in schoolwork
- Negative attitude toward learning
- Discouragement in schoolwork
- Poor attendance records
- Lack of personal motivation, indifference
- Potential school dropout
- Persistent truancy from home and school
- Poor relationship with others
- Very poor or negative self-image
- Oversensitivity to constructive criticism
- Lack of experience with successful examples of his own ethnic group
- Underachievement
- Other identified disadvantagements, such as poor nutrition, broken home, out-of-wedlock pregnancies, or underemployment

23.0 ECONOMICALLY DISADVANTAGED

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and countermeasures may require joint efforts with welfare and other social agency personnel. Persons in this category may have one or more characteristics, such as the following:

Geographical isolation
Needs economic assistance to enter or stay in school
Unemployment or underemployment

2.4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)

This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

Groups of Individuals Most Apt To Show Effects of Disadvantagement

The only basis for identifying a student as disadvantaged is his inability to succeed in a regular vocational education program. Further, he should be identified as an individual who cannot succeed rather than as a member of a "disadvantaged" group. With these criteria in mind, the following groups are listed only as guidance for those who have to identify the individuals who are most likely to have some effects of disadvantagement:

- Persons, including veterans, with poor educational background
- Semiskilled and unskilled workers receiving less than poverty level incomes
- Persons in correctional institutions or in institutions for neglected children
- Members of ethnic minority groups which have been discriminated against
- Persons who lack motivation for obtaining an education or a job skill because of a combination of environmental, cultural, and historical factors
- Persons who are dependent upon social services to meet their basic needs
- Unwed teenage parents

Disadvantaged persons may also be identified as being residents of certain areas which have been identified as "target" areas. Areas which may be expected to have a high percentage of disadvantaged individuals include the following:

- Economically depressed communities (low-income areas)
- Areas of high youth unemployment
- Areas of high rates of school dropouts
- City ghettos
- Public housing developments
- Urban renewal areas
- Model cities neighborhoods
- Rural poverty areas
- Mexican-American barrios
- Puerto Rican enclaves
- American Indian reservations
- Migrant streams

Cause-Characteristics of the Disadvantaged

In formulating the classification system for the disadvantaged, special care was taken to keep the cause of a disadvantagement distinct from its effect in an educational context. However, it is important to Federal, State, and local educational planners to know the causes of the disadvantagement handicaps, as well as the effects which can be treated in the vocational education structure.

The statistical linkages provided through the cause-characteristics should enable vocational education planners at all levels of government to use their judgment in formulating programs that can meet social objectives beyond the vocational education context. For example, knowing the number and ages of individuals in non-English-speaking homes from the 1970 Census, a vocational planner can be guided to exercise leadership in initiating English literacy projects in non-English-speaking residential areas or, if reports show English as the primary home language, to question the extensive use of vocational education funds for remedial English purposes.

The categories of cause-characteristics have been selected to describe attributes of all except the most unusual disadvantaged student, and to provide statistical data linkages that quantify the particular student population of interest. There is one exception to the latter criterion: No commonly accepted measures of "geographic-transportation isolation" exist. In addition, the categories are not mutually exclusive. A vocational education student failing to succeed could trace his disadvantagement to causes stemming from being an American Indian, on welfare, from a non-English language background, a former high school dropout, and residing in an isolated area.

In reporting on the disadvantaged, all of the cause-characteristics, as far as they are known by the teacher or counselor, should be identified for each individual being reported. By so doing, the hard-to-reach and the hard-to-teach groups which have been of special concern to Congress and to the National Advisory Council on Vocational Education will be identified. These categories are also important to various special-interest groups. Letter-and-number combinations have been assigned each category of cause-characteristics to distinguish them from the numerical system used for classifying the categories of the effects of disadvantagement.

A. *Non-English language background*

Students in this group come from home environments in which English is not the common language of communication.

A1	Spanish	A4	French
A2	American Indian	A5	Oriental
A3	Eskimo	A6	Other (specify)

B. *Low-income family*

B1 On welfare

The family or the person is dependent on social agencies for economic assistance.

B2 Not on welfare

Income of family or person is inadequate for basic needs and presents major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels (adjusted for family size) used by the Bureau of the Census--"General Social and Economic Characteristics," tables 58, 90, and 107.

C. *Dropouts*

C1 Actual

Persons who left school for any reason (other than death) before graduating or completing a program of study and without transferring to another school.

C2 Potential

Persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school.

D. *Migrant worker family*

A migratory worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food-processing activities or other seasonal employment.

E. *Dependent, neglected, uncared-for, and/or delinquent youth*

E1 Dependent youth

Youth who have lost their homes through death of parents or guardians.

E2 Neglected youth

Youth who have been abused by parent, guardian, or society in general, as determined by the court.

E3 Uncared-for youth

Youth who are being abused by parent, guardian, or society in general, in which the court has not been involved.

E4 Delinquent youth

Youth who have been declared delinquent by a court of appropriate jurisdiction.

F. *Racial/ethnic groups*

F1 Negro/black

F2 American Indian

F3 Spanish surnamed

F4 Oriental

F5 Other (specify)

G. *Adults* (persons beyond the age of compulsory school attendance)

G1 Functional illiterates

Persons who have limited ability in communication and computational skills which prevents them from obtaining stable and adequate paid employment.

G2 Unemployed/underemployed

The unemployed are those who are not working but are looking for a job. The underemployed are those who are working less than full time at a job and wanting to work more.

G3 Offenders

Persons who are committed to or on release-status from a correctional institution.

H. *Geographic-transportation isolated*

Persons who have severely restricted access to transportation resources and/or who have cultural traditions which militate against the use of modern or innovative technology and inhibit personal and occupational mobility.

H1 Rural isolation

Persons in sparsely settled areas which are inadequately served by highways or public transportation. They may have a tradition of subsistence in a noncash economy. There is little access to cultural opportunities.

H2 Urban isolation

Persons in heavily populated areas whose mobility is restricted by social pressures or personal fears. Public transportation within their ability to pay is generally inadequate.

I. *Other cause-characteristics* (specify)

APPENDIX B

FEDERAL GUIDELINES FOR IDENTIFYING DISADVANTAGED AND HANDICAPPED PERSONS IN VOCATIONAL EDUCATION PROGRAMS

Source: A

Federal Guidelines for Identifying Disadvantaged and Handicapped Persons in Vocational Education Programs

Identification of a Disadvantaged Person

Definition - Persons (other than handicapped persons) who have academic or economic disadvantages, including persons who have limited English-speaking ability, and who require special services, assistance or programs in order to enable them to succeed in vocational education programs (Final Rules and Regulations for the Vocational Education Amendments of 1976, Section 104.804, Federal Register, October 3, 1977).

Criteria - Academic disadvantage means that a person: 1) lacks reading and writing skills; 2) lacks mathematical skills; or 3) performs below grade level.

Economic disadvantage means: 1) family income is at or below national poverty level; 2) participant or parent(s) or guardian of the participant is unemployed; 3) participant or parent of participant is receiving public assistance; or 4) the participant is institutionalized or under State guardianship (Section 104.804, October 3, 1977).

The State shall use, to the maximum extent possible, the funds expended for disadvantaged and persons of limited English-speaking ability to enable these persons to participate in regular vocational education programs (Section 104.313, October 3, 1977).

Identification of a Handicapped Person

Definition - The term handicapped--means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, Federal Register, October 3, 1977).

Criteria - The (vocational education) program provided each handicapped child will be planned and coordinated in conformity with and as a part of the child's individualized educational program as required by the Education of the Handicapped Act (Section 104.182 (f), Federal Register, October 3, 1977).[1]

[1]The individualized education program (IEP) is a written statement, developed by a team of persons, indicating the specific program plans for each handicapped student. This plan is to be completed on at least an annual basis. The procedures suggested throughout these documents are based on the individualized planning concept and are in accord with the mandated requirements of PL 94-142, The Education for All Handicapped Children Act of 1975. The only difference is that the concept presented herein has been expanded to include both handicapped and disadvantaged persons in vocational education programs.